

**Unit # 1 Title:** Relationships: What Do Skills Have to Do with It?

**Lesson Title:** Respect for Self and Others—Giving and Getting the Big R      **Lesson # 2 of 5**

**Grade Level:** 7

**Length of Lesson:** This lesson will be spread over 2 days. Each part requires 45 minutes.

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.A.07.a.i: Practice effective interpersonal skills in a variety of social situations.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skill to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Copy of “Recipe for Relationships” (attached)  
 3x5 Cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend’s home, at a school function, shopping in the mall

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally and informally (such as reports, narratives, essays) and informally (such as outlines and notes)

		6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Enduring Life Skill(s)**

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

**Formative Assessment:** In teams of 3, students will plan scenarios in which they demonstrate inappropriate and appropriate interpersonal skills in a variety of social situations. They will assume the roles of the individuals in their scenario and will plan demonstration of inappropriate interpersonal skills. After the scenario, students in the scenario will lead a whole class discussion re: Respectful of SELF?? Appropriate? Inappropriate? Identify skills used/misused/not used. Replay the scenario with the class members coaching the players in the appropriate use of interpersonal skills. When the scenario ends, all students will do a 1-minute writing using “During this lesson, I learned I .....” Working with the same team of 3, they will talk together about their learning and new questions they have after reflecting on the experience. Instructor will invite 5 volunteers to share their “I learned...” with whole class. Be a careful observer of interactions of students throughout the lesson as another form of formative assessment. Through your observations you will be able to identify individuals who would benefit from more practice and skill development.

**Lesson Preparation**

**Essential Questions:**

Some folks your age find it easy to interact with others; while, some folks find it difficult. What makes the difference, i.e. why are relationships easy for some and a struggle for others? Is it possible to change how we interact with others? In what ways does “respect for self and others” influence interpersonal relationships?

**Engagement (Hook):** Pre-arrange for two students to become involved in a scene in which one student grabs another’s notebook and begins going through it making disparaging remarks. The owner of the notebook tries to grab it back. At this point, say something like “Hmmm...seems you have lost some of your learning from last year.”

## Procedures

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"><li>1. Review the 6<sup>th</sup> grade learning about interpersonal skills. Show the “Recipe for Relationships” and ask students to recall the ingredients. Ask what else they remember about the lesson? Strive for remembering of the “missing ingredient” demonstration.</li><li>2. Tell students that in this lesson, they will be expanding their knowledge and use of effective interpersonal skills. Group students in teams of 3 and tell them that they will be working together to design a 2-minute scenario in which an individual behaves inappropriately in a social situation. You will assign the settings for the scenario—they will do the rest.</li><li>3. Explain that after presenting the scenarios to the class, the student groups will lead a class discussion for the purpose of assessing the inappropriate/appropriate interpersonal skills displayed in the skit. Each group should plan for, at least, 3 discussion questions. Allow 10-15 minutes for planning depending on the group and the time remaining, talk about how to lead a discussion (encourage note taking), and encourage open-ended questions. Teams work together to plan their discussion.</li></ol> <p><b>DAY 2 OF LESSON</b> This will be the day for the formative assessment i.e. the dramatizing of the scenarios. See the Formative Assessment for directions.</p>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"><li>1. Students will participate enthusiastically in the discussion. Every student will contribute something to the conversation.</li><li>2. Students will get into their teams and identify the social setting they will be dramatizing. Before they do anything else, the team, together, will specify the exact setting and context of the scenario. They will then decide the theme of their scenario (e.g. acting out behavior, sullen or “pouty” behavior). The script/design of the scenario is the next step. The final step regarding the planning phase is to rehearse (and time) the scenario.</li><li>3. Students will take notes about the key points of leading discussions and teams will decide on the starter questions to be asked.</li></ol> <p><b>DAY 2 OF LESSON</b> Students will use appropriate interpersonal skills as they perform and participate in discussions.</p>
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## Teacher Follow-Up Activities

**Counselor reflection notes (completed after the lesson)**



*Guidelines:*  
*Ingredients for Relationship Recipe*

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.

